EDUQ
8870705

QUÉBEC SCHOOLS

Meeting Individual Needs

Program

Life Skills Education

EXPERIMENTAL VERSION

Québec

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Environ 20 % des élèves du secondaire sortent de l'école sans diplôme. Lorsqu'ils quittent l'école, ces jeunes souvent ne possèdent pas les habiletés fondamentales qui sont nécessaires pour fonctionner dans une société moderne. Pour remédier à cette situation, le MEQ a mis sur pied un programme pour les jeunes de 16 ans et plus qui ont des difficultés d'adaptation et d'apprentissage. C'est le programme d'éducation aux habiletés de vie. Le but de ce programme est de rendre les jeunes capables de développer leur autonomie, le sens des responsabilités, la critique, la capacité de travailler en équipe et d'avoir une connaissance de base en économie, en politique, etc. Le document présente ce programme. Il indique les orientations du programme, donne une table des modules et des unités qui le composent, une description du contenu même du programme et une méthode d'évaluation.

Type de document: d

8870705

Program

Life Skills Education

Experimental Version

Direction générale des programmes
Direction de l'adaptation scolaire et des services complémentaires

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1. INTRODUCTION

1. INTRODUCTION

1.1 DEFINITION OF THE PROBLEM

Social, economic and technological change in society is forcing the schools to revise their methods and structure, particularly in regard to vocational education. The requirements for obtaining a secondary school diploma, under the **Regulation Respecting the Basis of Secondary School Organization** have been made more demanding in both general and vocational education. It is quite clear that some young persons cannot meet those requirements, and they fall further and further behind. As a result, many of them reach the school-leaving age without ever having had access to a large part of the education considered essential to leading an active, independent life. The Life Skills Education program was devised to correct this deficiency, after a work group made up mostly of representatives from the educational community carried out their mandate, which was, among other things, to make recommendations regarding orientations that should be stressed in individualized paths for learning designed for students 16 years of age and older.

1.1.1. **Present Situation**

The difficulties some young persons are experiencing have become increasingly visible since the Ministère raised basic learning standards for all and implemented its plan for the reform of vocational education.

When the admission requirements for the branches leading to the Secondary School Vocational Diploma (SSVD) and the Secondary School Vocational Certificate (SSVC) were set, it became apparent that an increasing number of secondary school students were having learning difficulties. In fact, raising the standards for admission to the vocational education program was the final step in the process of putting into practice a basis for school organization with stricter requirements.

Data provided by the Direction générale de la recherche et du développement reveal that 28% of secondary school students do not obtain their Secondary School Diploma (1).

When young people leave school, they often do not have the basic skills they need to function satisfactorily in modern society. As consumers, they are unable to make informed decisions; as citizens, they have difficulties fulfilling their roles, both in their immediate environment and in society in general.

Such a situation calls for solutions that involve all Québec educators.

1.1.2. **Desired Situation**

In the light of this situation, the ministère de l'Éducation considers it important to set up a life skills education program for young people 16 years of age and older who have difficulties in adapting and learning. The aim of the program is to enable the student to develop autonomy, a sense of responsibility, critical thinking, an ability to work in teams, a basic knowledge of social, economic and

1. Québec, ministère de l'Éducation, Direction générale de la recherche et du développement, **Educational Indicators for the Elementary and Secondary Levels: 1987 Edition** (Québec: ministère de l'Éducation, 1987), p. 36-37.

political structures and an awareness of the rights and responsibilities of the citizen, so that the student will ultimately become autonomous, responsible, and able to function more effectively as an individual and member of society.

The schools must focus on providing a learning context that helps make students' transition from youth to adulthood a harmonious one. In order to do so, they must provide students with educational activities that are closely related to their own experiences, better adapted to their needs, aimed at developing their ability to function in society and designed to make them aware of their potential. In this way, young persons can acquire basic skills that help them, on the one hand, to achieve scholastic success and, on the other hand, to become better prepared to lead active lives in society.

The Life Skills Education program is for students who cannot follow regular paths for learning, i.e. paths designed for young persons who work continously toward obtaining a Secondary School Diploma (SSD), a Secondary School Vocational Diploma (SSVD) or a Secondary School Vocational Certificate (SSVC).

It is part of a training profile designed to help young adults enter the work force she[illegible] after they leave school.

2. PROGRAM ORIENTATIONS

2. PROGRAM ORIENTATIONS

2.1 PURPOSE OF PROGRAM

The Life Skills Education program, with its individualized paths for students 16 to 18 years of age, is designed to help them learn to respect individual and community values, and is in keeping with the aims and objectives of secondary school education as set out in **The Schools of Québec: Policy Statement and Plan of Action.** The program is intended to provide young persons preparing to enter the labour force with the basic knowledge that is considered an essential part of leading an active, autonomous life.

2.1.1 Values Stressed

The life skills education program stresses certain values: autonomy, a sense of responsibility, an ability to communicate, critical thinking, a sense of democracy, team spirit and the ability to work in a group.

. Autonomy

The program is designed to prepare students for adult life by instilling in them the knowledge, skills and attitudes they will need to function as autonomous citizens, whatever their social rank or line of work.

. Sense of responsibility

A knowledge of various ways young people can meet their basic needs encourages them to take responsibility for their own welfare as well as that of the community. Learning situations presented under the program will give them incentive to take on responsibilities, which, in turn, will lead them to take charge of their lives.

. Ability to communicate

Becoming aware of their personal, occupational and social responsibilities will motivate the young persons to find ways to communicate with their peers constructively.

. Critical thinking

By learning an approach that will help them make wise consumer choices, young adults will be able to critically analyse the prevailing values and behaviour in society.

. Sense of democracy

A thorough knowledge of the principles on which a democratic society is based and of the citizen's rights and responsibilities will lead young adults to play active roles in society.

. Team spirit and ability to work in a group

Several learning activities will give students the opportunity to meet with one another and exchange ideas, thereby fostering a spirit of solidarity and a sense of belonging.

2.1.2 Underlying Principles

The orientations of this program are very much in keeping with the goals of education in Québec; they are aimed at the comprehensive development of young people 16 years of age and older.

The program is aimed at helping the young person acquire skills and attitudes essential to functioning in society.

The program is designed to help young persons 16 years of age and older to develop skills and acquire independence, and is based on their acquisition of knowledge in nutrition, dress, housing, health, safety and personal finances.

Whether the students acquire those essential skills will depend on their developing positive attitudes that reflect, for example, a willingness to learn on an ongoing basis, a desire to attain excellence in work, an ability to work in groups and a critical examination of their lifestyles and habits as consumers.

The program stresses a pragmatic approach based on the student's real-life experience.

Whenever possible, the young person's own environment serves as the educational situation, in order to ensure their interest, motivation and participation in the program.

For young people, learning is all the more meaningful when they can apply it to their daily lives. An approach centred on the student's day-to-day experience presupposes that the knowledge they gain is closely related to competencies they will need to apply in their daily lives.

The program is intended to develop the social dimension of the person.

In order to grow, human beings need to establish solid interpersonal relationships in their immediate environment and in the workplace, where certain attitudes, such as understanding, mutual respect, self-esteem and regard for others are essential.

If young persons are to develop their personality to the fullest, it is not enough that they be in the presence of people who get along well; they must also be able to enter into relationships with each. That interaction requires that they thoroughly understand both themselves and other people. A knowledge of the mechanisms and conditions governing social behaviours and an ability to apply them will contribute toward that growth.

The program is designed to facilitate the young adults' transition from school life to adult life, and to gradually help them to assume an active role in society, by becoming as self-sufficient as possible.

Special attention will be accorded to the acquisition of personal skills and aptitudes that working with others requires. Considerable importance will be attached to the concepts of values and responsibility to other people. Since the skills they will need for active life involve a certain ability to reason, the learning process will be geared to helping young persons to think logically, to solve problems in a well-ordered fashion and to gradually learn to think for themselves.

2.1.3 Methodology

Integration

Through its interrelated objectives, the Life Skills Education program enables the students to see how its various elements tie in with one another to form a coherent whole, a desired feature of their overall education. Integrative themes will be used to introduce learning activities covering not only the English Language Arts program but also programs that focus on the world of work. By learning those skills, the students can meet many objectives simultaneously, and short- and medium-term projects will take their needs and aptitudes into account.

Adaptation

Learning activities must facilitate young people's passage from school life to active life by helping them acquire the knowledge and skills they will require in order to live and function as independent individuals.

By referring to their physical, cultural, social, technological and human environments, teachers are better equipped to reach young people through their own reality and thus promote meaningful learning.

Diversification

Young persons need to be exposed to real situations and objects in order to be better prepared to lead active lives in their adulthood, to become integrated into the work force and develop as much autonomy as possible. Learning activities with varying degrees of difficulty will help them understand cause-and-effect relationships, express their thoughts more logically and develop essential skills. Various instructional approaches will be taken such as case studies, through which they can use their thinking skills to solve everyday problems; role playing followed by discussions, allowing them to exchange and compare ideas; research projects designed to test their knowledge of the course's learning content or to help them apply acquired concepts; lab experiments that develop a spirit of cooperation, initiative, a taste for exploring and artistic expression.

With such instructional approaches, a wide range of activities gives the student the opportunity to work with peers and live out situations in the world of work, where the needs of the group come before individual considerations.

Continuity

The students should reach some of the program objectives in the course of their two years of instruction, since the related content will be covered progressively in the context of a spiral curriculum. Using this approach, the teacher is better placed to ensure that the students have acquired at least some of the essential knowledge and skills, gradually increasing their proficiency as they progress toward the terminal objective.

Such an approach, by fostering an inquiring attitude, encourages the students to further their education and develop their potential, making it easier for them to synthesize learning content. It will provide the reinforcement students need to attain the program objectives, including that of internalizing the learning content.

2.1.4. Instructional Approach

The teacher must ensure that the students acquire the minimum skills they will need to function in society, and must create a favourable climate for learning in order to accomplish this. "The learning situation is the framework in which the child is placed in order to learn. It should, therefore, comprise all the elements which make up the environment in which the teacher will initiate the process of change in the pupil." [1]

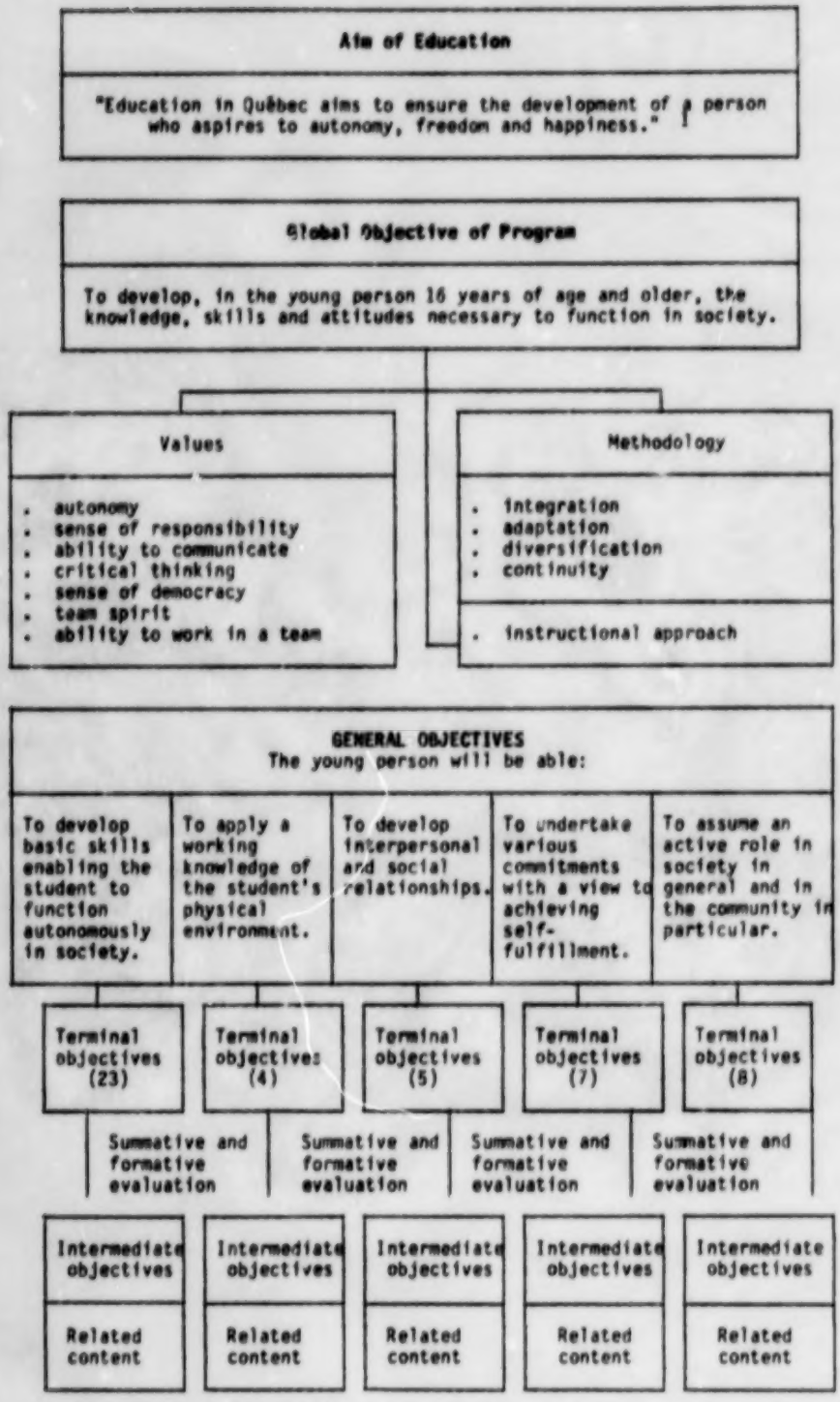
The learning situation must comprise three stages:

- Preparation, in which learning objectives are presented and defined.
- Involvement, in which students internalize what they have learned.
- Synthesis, in which students apply what they have learned.

The learning situation, in addition to encouraging students to think for themselves and to research the information they need, must induce them to find their own approach to solving problems, i.e. a systematic procedure to follow when attempting to answer the question asked or to carry out the task requested. In their approach, young persons must succeed in grasping the problem, and relating it with the knowledge and skills they already possess, and they mus. become interested enough to spend time and energy solving it.

1 Québec, ministère de l'Éducation. **Physical Education**, Code 16-2018-01A (Québec: ministère de l'Éducation, 1985), p. 54.

TABLE OF PROGRAM OBJECTIVES


Aim of Education
"Education in Québec aims to ensure the development of a person who aspires to autonomy, freedom and happiness."
Global Objective of Program
To develop, in the young person 16 years of age and older, the knowledge, skills and attitudes necessary to function in society.
Values
. autonomy
. sense of responsibility
. ability to communicate
. critical thinking
. sense of democracy
. team spirit
. ability to work in a team
Methodology
. integration
. adaptation
. diversification
. continuity
. instructional approach
GENERAL OBJECTIVES
The young person will be able:
To develop basic skills enabling the student to function autonomously in society.
To apply a working knowledge of the student's physical environment.
To develop interpersonal and social relationships.
To undertake various commitments with a view to achieving self-fulfillment.
To assume an active role in society in general and in the community in particular.
Terminal objectives (23)
Terminal objectives (4)
Terminal objectives (5)
Terminal objectives (7)
Terminal objectives (8)
Summative and formative evaluation
Summative and formative evaluation
Summative and formative evaluation
Summative and formative evaluation
Intermediate objectives
Related content
Intermediate objectives
Related content
Intermediate objectives
Related content
Intermediate objectives
Related content
Intermediate objectives
Related content

( ) Number of objectives

1. Québec, ministère de l'Éducation, **The Schools of Québec: Policy Statement and Plan of Action** (Québec: ministère de l'Éducation, 1979), p. 26.

3. TABLE OF MODULES AND UNITS

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

General objective: **To develop basic skills enabling the young adult to function independently in society.**

Terminal objectives

UNIT 1
Nutrition
14,5%

1.1 To describe the young adult's nutritional needs

1.2 To compare the nutritional content of various foods

1.3 To indicate the recommended daily intake for each food group

1.4 To plan well-balanced, attractive and economical meals

1.5 To use a sound approach to buying food

1.6 To prepare simple, nutritious and economical meals

UNIT 2
Dress
6,25%

2.1 To use a sound approach to buying clothes

2.2 To describe suitable methods of caring for clothes

2.3 To mend or recycle articles of clothing

UNIT 3
Housing
7,5%

3.1 To describe the young adult's housing needs

3.2 To describe the resources a young adult needs when seeking an apartment

3.3 To make sound choices in housing and furnishings

3.4 To describe how the young adult is responsible for the upkeep of his/her apartment

3.5 To interpret a typical lease correctly

UNIT 4
Safety
4,5%

4.1 To explain how safety measures should be applied in the home

4.2 To properly use any dangerous tools to which he/she may have access

4.3 To point out considerations regarding the use of firearms

UNIT 5
Health/Hygiene
5,5%

5.1 To develop habits conducive to continuing good health

5.2 To make informed decisions concerning the use of drugs and medication

UNIT 6
Personal Finances
9,5%

6.1 To draw up a financial management plan for a given standard of living

6.2 To plan a balanced budget for the young adult's first year on the work force

6.3 To distinguish ways of making unspent income yield a profit

6.4 To show an understanding of the relationship between credit and planned purchasing

6.5 To carry out various types of bank transactions

MODULE 2

ESSENTIAL NEEDS
WORKING KNOWLEDGE OF PHYSICAL ENVIRONMENT

General objective: **To apply a working knowledge of his/her physical environment.**

Terminal objectives

UNIT 1

Transportation
7,5%

1.1 To read various types of maps

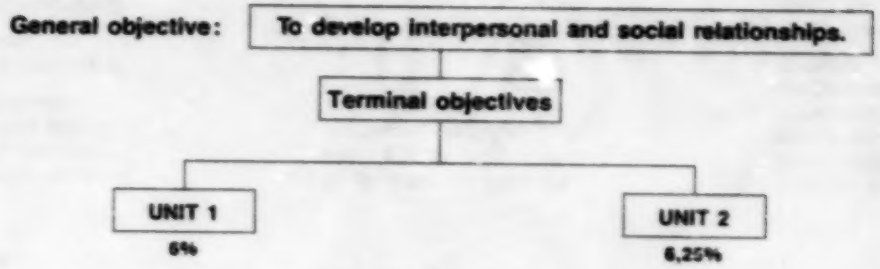
1.2 To point out considerations regarding vehicles he/she is authorized to drive

1.3 To analyse the risks involved in driving a motor vehicle

1.4 To make sound choices concerning means of transportation used for commuting and for recreation

MODULE 3

ESSENTIAL NEEDS
PERSONAL AND SOCIAL RELATIONSHIPS



Communicating and exchanging ideas

1.1 To determine the characteristics of various types of interpersonal relationships

1.2 To show that people's attitudes toward others affect the nature and quality of their interpersonal relationships

1.3 To present an overview of the various types of interpersonal relationships in the workplace

Being part of a group

2.1 To describe the needs and resources of a group

2.2 To characterize a sense of belonging to various social groups

MODULE 4

ESSENTIAL NEEDS SELF-FULFILLMENT

General objective: To undertake various commitments with a view to achieving self-fulfillment.

Terminal objectives

UNIT 1

Choices based on values
3,5%

1.1 To determine the nature of values and the role they play in the young adult's life as part of society

1.2 To respect the diversity of values in society

1.3 To assess the importance of establishing a hierarchy of values and needs for the purpose of choosing a career

UNIT 2

Organizing recreational activities
3%

2.1 To describe the steps that lead up to the pursuit of a recreational activity

UNIT 3

Career planning
5%

3.1 To show an understanding of the relationship between the necessity for self-knowledge and an appropriate general career orientation

3.2 To be prepared to enter the labour force

3.3 To formulate alternative career plans similar in many respects to his/her original choice

MODULE 5

ESSENTIAL NEEDS
PLAYING AN ACTIVE ROLE IN SOCIETY AND IN THE COMMUNITY

General objective: **To assume an active role in society in general and in the community in particular.**

Terminal objectives

UNIT 1

Organizations and institutions

6,5%

1.1 To describe, in his/her words, how the democratic mechanisms of the municipal government operate

1.2 To name the three levels of government in Canada, specifying the different public services associated with each

1.3 To show an awareness of the existence and usefulness of various types of citizens' groups

1.4 To compare the principal types of savings and lending institutions

UNIT 2

Rights and responsibilities of the citizen

7%

2.1 To show an understanding of the rights and responsibilities of the young adult

2.2 To show an understanding of the main points of law that are especially pertinent to the young adult and know how to take legal action when necessary

2.3 To show an understanding of how legal aid and small claims court work

UNIT 3

Community activities

5%

3.1 To list ways in which the young adult can play an active role in the community

4. DESCRIPTION OF PROGRAM CONTENT

4.1 DISTRIBUTION AND WEIGHTING OF MODULES AND UNITS

YEAR I

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

General objective: To develop basic skills with a view to functioning autonomously in society.

Terminal objectives

UNIT 1	UNIT 2	UNIT 4	UNIT 5	UNIT 6
Nutrition 12%	Dress 12,5%	Safety 9%	Health/Hygiene 11%	Personal Finances 10%
1.1 To describe the young adult's nutritional needs 1.1.1 to 1.1.4	2.1 To use a sound approach to buying clothes 2.1.1 to 2.1.8	4.1 To explain how safety measures should be applied in the home 4.1.1 to 4.1.4	5.1 To develop habits conducive to continuing good health 5.1.1 to 5.11	6.1 To draw up a financial management plan for a given standard of living 6.1.1 to 6.1.3
1.2 To compare the nutritive content of various foods 1.2.1 to 1.2.6	2.2 To describe suitable methods of caring for clothes 2.2.1 to 2.2.3	4.2 To properly use any dangerous tools to which he/she may have access 4.2.1 to 4.2.4	5.2 To make informed decisions concerning the use of drugs and medication 5.2.1 to 5.2.7	6.3 To distinguish ways of making unspent income yield a profit 6.3.1 to 6.3.3
1.3 To indicate the recommended daily intake for each food group 1.3.1 to 1.3.5	2.3 To mend or recycle articles of clothing 2.3.1 to 2.3.3.	4.3 To point out considerations regarding the use of firearms 4.3.1 to 4.3.6		6.5 To carry out various types of bank transactions 6.5.1 to 6.5.2
1.6 To prepare simple, nutritious and economical meals 1.6.1 to 1.6.1				

MODULE 2

ESSENTIAL NEEDS
KNOWLEDGE OF ONE'S PHYSICAL ENVIRONMENT

General objective: To apply a working knowledge of his/her physical environment

Terminal objectives

MODULE 3

ESSENTIAL NEEDS
PERSONAL AND SOCIAL RELATIONSHIP

General objective: To develop social and interpersonal relationships

Terminal objectives

UNIT 1
Transportation
14,5%

1.1 To read various types of maps 1.1.1 to 1.1.2

1.2 To point out considerations regarding vehicles he/she is authorized to drive 1.2.1 to 1.2.4

1.3 To analyse the risks involved in driving a motor vehicle 1.3.1 to 1.3.4

1.4 To make sound choices concerning means of transportation used for commuting and /or recreation 1.4.1 to 1.4.3

UNIT 1
Communicating and exchanging ideas
8%

1.1 To determine the characteristics of various types of interpersonal relationships 1.1.1 to 1.1.4

1.2 To show that people's attitudes toward others affect the nature and quality of [illegible] interpersonal relationships 1.2.1 to 1.2.6

MODULE 4

ESSENTIAL NEEDS
SELF-FULFILLMENT

General objective: **To undertake various commitments with a view to achieving self-fulfillment**

Terminal objectives

UNIT 1
Choices based on values
7%

1.1 To determine the nature of values and the role they play in the individual's life as part of society 1.1.1 to 1.1.5

1.2 To respect the diversity of values in society 1.2.2 to 1.2.3

1.3 To assess the importance of establishing a hierarchy of values and needs for the purpose of choosing a career 1.3.1

UNIT 2
Organising recreational
6%

2.1 To describe the steps that lead up to the pursuit of a recreational activity 2.1.1 to 2.1.5

MODULE 5

ESSENTIAL NEEDS
PLAYING AN ACTIVE ROLE IN SOCIETY AND IN ONE'S MILIEU

General objective: **To assume an active role in society in general and in the community in particular**

Terminal objectives

UNIT 3
Community activities
10%

3.1 To list ways in which the young adult can play an active role in the community 3.1.1 to 3.1.4

4.2 PROGRAM - YEAR I

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 1: NUTRITION

Terminal objective: 1.1 TO DESCRIBE the young adult's nutritional needs.

Intermediate objectives	**Related content**
1.1.1 TO DEFINE the concept of nutritional need.	Nutritional need: - dietary requirement essential to the organism in order to live, develop, function and preserve itself.
1.1.2 TO IDENTIFY the nutritional needs of the young adult (17-19 years of age) and of the adult (20 and over).	Daily nutritional requirements: - in foods necessary for building and repairing - in energy-giving foods - in regulatory foods
1.1.3 TO DESCRIBE the factors that affect the adult's energy needs.	Factors: - level of physical activity - sex - height - physiological condition - climate
1.1.4 TO ILLUSTRATE the concept of energy balance, as defined in dietary science.	Energy balance: - the result obtained when energy input is subtracted from energy expenditure - the kilojoule concept

MODULE 1 - UNIT 1
Terminal objective: 1.2 TO COMPARE the nutritional content of various foods.

Intermediate objectives	Related content
1.2.1 TO LIST the main food groups.	Food groups: - milk and dairy products - breads and cereals - fruits and vegetables - meat and meat substitutes
1.2.2. TO IDENTIFY the particular foods in each food group.	Milk and dairy products: - milk - yogourt - cheese - ice cream Breads and cereals: - enriched bread - whole-grain bread - enriched cereals - whole-grain cereals - pasta - rice Fruits and vegetables: - peaches - oranges - tomatoes - apples - bananas - potatoes - green peppers - carrots - spinach - green peas - lettuce Meats and meat substitutes: - lean meat - poultry - liver - fish - peanut butter - dried peas and beans - lentils - cheese - eggs - nuts
1.2.3 TO IDENTIFY the primary nutritional elements in each food group.	Nutritional elements: - milk and dairy products - breads and cereals - fruits and vegetables - meat, fish, poultry and their substitutes

MODULE 1 - UNIT 1
Terminal objective: 1.2 TO COMPARE the nutritional content of various foods (continued).

Intermediate objectives	Related content
1.2.4 TO ASSOCIATE specific functions with each food group.	Specific functions of elements: - nutriments: . proteins . glucids . lipids . vitamins A, B, C, and D. . mineral salts . iron . calcium . phosphorus - roughage - water
1.2.5 TO DEFINE the concept of nutritional deficiency.	Nutritional deficiency: - partial or total absence of a nutritional element essential to the organism
1.2.6 TO IDENTIFY nutritional deficiencies and excesses associated with certain food fallacies.	Food fallacies: - slimming diets - natural foods - "steak" myth - vitamin supplements

MODULE 1 - UNIT 1
Terminal objective: 1.3 TO INDICATE the recommended daily intake for each food group.

Intermediate objectives	Related content
1.3.1 TO GIVE an example of the size of the portion for each food group.	Examples of sizes of portions for: - milk and dairy products - bread and cereals - fruits and vegetables - meat and meat substitutes
1.3.2 TO INDICATE the recommended number of daily servings of milk and dairy products.	Milk and dairy products for adolescents: 3 or 4 servings
1.3.3 TO INDICATE the recommended number of daily servings of bread and cereal.	Breads and cereals: 3 or 4 servings
1.3.4 TO INDICATE the recommended number of daily servings of fruit and vegetables.	Fruits and vegetables: 4 or 5 servings
1.3.5 TO INDICATE the recommended number of daily servings of meat and meat substitutes.	Meats and meat substitutes: 2 servings

MODULE 1 - UNIT 1
Terminal objective: 1.6 TO PREPARE simple, nutritious, attractive and economical meals.

Intermediate objectives	Related content
1.6.1 TO PLAN menus consisting of simple, economical dishes.	Cheese dishes: - entrées - main courses - desserts Meat dishes: - entrées - main courses Fish dishes: - entrées - soups - main courses Poultry dishes: - entrées - main courses Dishes made with pasta, rice and other cereals: - soups - salads - main courses - desserts - side dishes Leftovers: - vegetables and fruit - meat, poultry, cheese and vegetables - bread and cereals N.B.: Part of the related content is covered in Year I, the rest in Year II.
1.6.3 TO APPLY culinary techniques in the preparation of simple, economical dishes.	Techniques: - preparatory techniques - cooking techniques - measuring techniques for: . dry ingredients . liquids

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 2: DRESS

Terminal objective: 2.1 TO USE a sound approach to buying clothes.

Intermediate objectives	**Related content**
2.1.1 TO DESCRIBE the preliminary steps for buying clothes.	Steps: - anticipating activities - making inventory of wardrobe - deciding which clothes are still wearable - identifying needs - assessing financial resources - deciding what to buy on the basis of needs and resources
2.1.2 TO DESCRIBE guidelines for buying clothes wisely.	Guidelines: - knowing personal measurements - evaluating features of clothing: . fabric . cut . style . workmanship . care - comparing prices - considering clothes that can be used interchangeably when shopping - considering what clothes to purchase
2.1.3 TO INTERPRET correctly the information shown on labels attached to clothes.	Labels indicating: - size - country of origin - composition - brand name - registration number - care

MODULE 1 - UNIT 2
Terminal objective: 2.1 TO USE a sound approach to buying clothes (continued).

Intermediate objectives	Related content
2.1.4 TO EXPLAIN the advantages and disadvantages of clothing sales.	Sales: - end-of-season - discontinued-stock - clearance - liquidation - retailer's - manufacturer's
2.1.5 TO DESCRIBE how to evaluate a ready-to-wear article of clothing.	Evaluating a ready-to-wear article of clothing: - anticipated use - cost - appearance - style - fabric - cut - workmanship - care
2.1.6 TO EXPLAIN how saving bills for articles of clothing can be useful.	How bills can be useful: - proof of purchase - additional guarantee - insurance claims - refund - exchange

MODULE 1 - UNIT 2
Terminal objective: 2.2 TO DESCRIBE suitable methods of caring for clothes.

Intermediate objectives	**Related content**
2.2.1 TO DESCRIBE the proper methods of caring for clothes made of natural, synthetic and mixed-fiber fabrics.	Methods: - natural fibers . cotton . wool - synthetic fibers: . acrylic . polyester . polyamid . rayon . acetate . triacetate . spandex - mixed fibers: . cotton and polyester . wool and acrylic . wool and polyester
2.2.2 TO CHOOSE suitable products for the proper care of clothes.	Maintenance products: - stain removers - water softeners - soaps - detergents - enzymes - bleaching agents - fabric softeners - protective agents (Scotchguard)
2.2.3 TO EXPLAIN various methods of caring for clothes.	Methods: - stain-removing - storing - hand-washing - machine-washing and drying - dry cleaning - ironing and pressing

MODULE 1 - UNIT 2
Terminal objective: 2.3 TO MEND or recycle articles of clothing.

Intermediate objectives	Related content
2.3.1 TO EXPLAIN how mending or recycling an article of clothing can be useful.	How recycling or mending can be useful: - saving by buying less - conserving resources
2.3.2 TO SEW, either by hand or by machine, in order to repair an article of clothing.	Repairing techniques: - mending a tear - doing sewing repairs - rehemming - putting in a zipper - sewing on patches Rapid mending techniques: - adhesive-backed tapes . iron-on patches . glue
2.3.3 TO RECYCLE an article of clothing.	Recycling techniques: - repairing . making clothes over . cut . colour - adding notions

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 4: SAFETY

Terminal objective: 4.1 TO EXPLAIN how safety measures should be applied in the home.

Intermediate objectives	**Related content**
4.1.1 TO IDENTIFY ways of preventing falls in the home.	Ways to prevent falls in: - stairways - the bathroom - the kitchen
4.1.2 TO IDENTIFY ways of preventing burns and fires in the home.	Ways to prevent burns and fires: - in the home
4.1.3 TO IDENTIFY ways of preventing poisoning.	Ways to prevent poisoning in: - the bathroom - the kitchen
4.1.4 TO IDENTIFY ways of preventing theft in the home.	Ways to prevent theft: - identifying marks engraved on valuable objects (operation Tandem) - watchful neighbours - grids on windows - alarm system - other

MODULE 1 - UNIT 4
Terminal objective: 4.2 TO USE properly any dangerous tools to which he/she may have access.

Intermediate objectives	**Related content**
4.2.1 TO LIST dangerous tools used in the home.	Dangerous tools: - gardening tools - home workshop tools - household tools
4.2.2 TO INDICATE the dangers involved in using such tools.	Possible dangers: - electric shocks - cuts - burns - fractures - mutilated limbs - other
4.2.3. TO INDICATE where to obtain information on safety measures for using such tools.	Possible sources of information: - parents - teachers in the vocational sector - manufacturers' instructions for use - government pamphlets - other
4.2.4 TO DESCRIBE the safety procedures required for using such tools.	Safety procedures with respect to: - where the tool is used - assembling the tool - handling the tool - storing the tool - clothing

MODULE 1 - UNIT 4
Terminal objective: 4.3 TO POINT OUT considerations regarding the use of firearms.

Intermediate objectives	**Related content**
4.3.1 TO DEMONSTRATE that firearms are among the chief causes of accidents among adolescents.	Canadian statistics on accidental deaths.
4.3.2 Enrichment TO IDENTIFY the different types of weapons corresponding to the legal definition of "firearm".	Definition of a firearm: - "any barrelled weapon from which any shot, bullet or other missile can be discharged and that is capable of causing serious bodily injury or death to a person, and includes anything that can be adapted for use as a firearm". (Criminal Code of Canada) Types of firearms: - carabines - pistols and revolvers - rifles
4.3.3 TO IDENTIFY the persons authorized to own a firearm and under what circumstances.	Persons: - police officers - members of the Armed Forces - young adults and other persons with permits to carry weapons Circumstances: - protection of citizens - protection of property - hunting - self-defence
4.3.4 TO STATE the citizen's rights and responsibilities in regard to the possession and use of firearms.	Rights and responsibilities under: - the Criminal Code - provincial law

MODULE 1 - UNIT 4
Terminal objective: 4.3 TO POINT OUT considerations regarding the use of firearms (continued).

Intermediate objectives	Related content
4.3.5 TO NAME the circumstances that increase the risk of accident caused by a firearm.	Circumstances that increase the risk of accident caused by a firearm: - handling by an inexperienced person - playing with a loaded gun - poor maintenance of firearm - ignorance of hunting safety rules - carelessness when using a firearm - other
4.3.6 TO INDICATE ways to reduce the risk of an accident caused by a firearm. En-richment	Ways: - learning how to handle, maintain and store a firearm before using it - knowing and abiding by safety rules concerning their: . use . transportation . storage . cleaning

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 5: HEALTH/HYGIENE

Terminal objective: 5.1 TO DEVELOP habits conducive to continuing good health.

Intermediate objectives	**Related content**
5.1.1 TO DEFINE the concept of health.	Health: - "a state of complete physical, mental and social well-being, and not merely the absence of disease." (World Health Organization)
5.1.2 TO DESCRIBE the outward signs of physical health.	Outward signs of physical health: - physical appearance - rate of growth - endurance - resistance to infection
5.1.3 TO DESCRIBE proper habits in personal hygiene.	Personal hygiene: - care of hair - care of skin - care of teeth - protection of eyes - care of feet - hygiene for women - hygiene for men
5.1.4 TO DETERMINE whether there is any real advantage to being overly zealous in personal hygiene.	Where restraint should be exercised: - soaps - foams - vaginal douches - perfumes
5.1.5 TO DRAW UP a list of proper measures for treating or preventing acne.	Measures: - washing three times a day - keeping hands away from the face - avoiding rough treatment of skin - no oil on skin - no make-up remover - proper nutrition

MODULE 1 - UNIT 5
Terminal objective: 5.1 TO DEVELOP habits conducive to continuing good health (continued).

Intermediate objectives	Related content
5.1.6 TO NAME two measures that should be applied in order to avoid sunburns.	Measures: - acquiring a tan gradually - applying an adequate sunscreen for protection
5.1.7 TO DESCRIBE the responsibilities that an active sex life entails.	Responsibilities: - using contraceptives - practising birth control - helping prevent sexually transmitted diseases - other
5.1.8 TO INDICATE what constitutes good eating habits.	Good eating habits: - balanced diet - meals at regular hours - daily breakfast
5.1.9 TO DESCRIBE proper rest/work routines.	Rest/work routines: - sufficient sleep - balance between work and rest - relaxation
5.1.10 TO INDICATE some physical activities and the benefits of practising them regularly.	Physical activities: - walking - running - individual sports - team sports Benefits of physical exercise: - importance of practising a physical activity - expenditure of energy - choosing activities on the basis of one's state of health
5.1.11 TO DRAW UP a list of the advantages of leading a balanced way of life.	Advantages: - physical fitness - organs (liver, kidneys, heart, brain) function better - no overburdening of excretory organs - wise choices in food - regular rate of growth

MODULE 1 - UNIT 5
Terminal objective: 5.2 TO MAKE informed decisions concerning the use of drugs and medication.

Intermediate objectives	Related content
5.2.1 TO INDICATE some of the different drugs taken by adolescents for non-medical purposes.	Definition: - substance that has effects on the psyche and physiology of human beings. Some of the different drugs: - nicotine, alcohol, marijuana, hashish, glue and solvents, LSD, mescaline, medication
5.2.2 TO DESCRIBE briefly the visible effects of drugs on the individual.	General visible effects: - short term: on perceptions, attitudes and behaviours - medium term - long term
5.2.3 TO LIST the dangers of various types of drugs, according to quantities taken.	Dangers: - dangers of various drugs - dangers, according to quantities taken
5.2.4 TO INDICATE steps people should follow when taking medication.	Steps: - reading the dosage instructions - following directions - finding out about side effects
5.2.5 TO SHOW a thorough understanding of the legal aspects of drug use.	Legal aspects: - Criminal Code - jurisprudence - Young Offenders Act - Youth Protection Act

MODULE 1 - UNIT 5
Terminal objective: 5.2 TO MAKE informed decisions concerning the use of drugs and medication (continued).

Intermediate objectives	Related content
5.2.6 TO SHOW an awareness of the fact that taking drugs habitually can be costly.	Expenditures: - high cost of certain drugs Consequences of the constant need for money: - theft - prostitution - other
5.2.7 TO INDICATE reasons why people take drugs.	Some possible reasons: - immediate freedom - impulse of the moment - belonging to a group - euphoria, pleasure - general sense of well-being - immediate gratification - self-assertion - interior calm, serenity - desire for transcending experience - various social and personal problems
5.2.8 TO NAME some activities that provide people with some of the same satisfactions they derive from drugs and none of the disadvantages.	Alternatives: - relaxation - sports - social interaction - human contact - other

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 6: PERSONAL FINANCES

Terminal objective: 6.1 TO DRAW UP a financial management plan for a given standard of living.

Intermediate objectives	**Related content**
6.1.1 TO DEFINE the concept of financial management.	Financial management: - the process of managing assets
6.1.2 TO APPLY the principal steps of financial management to a given situation.	Financial management plan: - identifying needs (expenses) - evaluating resources - planning: . specifying objectives: . financial stability . savings . credit - organizing - implementing the plan - evaluating
6.1.3 TO DEFINE the concept of income.	Income: - money that comes in to a person in such forms as interest, pensions, allowances, dividends and pay. - gross pay vs net pay

MODULE 1 - UNIT 6
Terminal objective: 6.3 TO DISTINGUISH ways of making unspent income yield a profit.

Intermediate objectives	**Related content**
6.3.1 TO DESCRIBE the characteristics of savings.	Savings: - definition - advantages - disadvantages
6.3.2 TO DISTINGUISH the features and advantages of a savings account.	- Features and advantages of a savings account
6.3.3 TO DISTINGUISH the various ways in which savings and related benefits are allocated.	Ways in which savings and related benefits are allocated: - securities . bonds . stocks - real estate
enrichment	

MODULE 1 - UNIT 6
Terminal objective: 6.5 TO CARRY OUT various types of bank transactions.

Intermediate objectives	Related content
6.5.1 TO NAME the steps involved in opening a savings account.	Opening a savings account: - making a deposit - obtaining a passbook
6.5.2 TO CARRY OUT various bank transactions.	Transactions via bank forms: - deposit slip - credit slip - cheque - chequebook Transactions via automated banking machine: - deposit - withdrawal - transfer

MODULE 2

ESSENTIAL NEEDS
KNOWLEDGE OF PHYSICAL ENVIRONMENT

UNIT: 1: TRANSPORTATION

Terminal objective: 1.1 TO READ various types of maps

Intermediate objectives	**Related content**
1.1.1 TO READ the road map and the city map.	- Road map - Inset - North arrow - Index - Coordinates - Legend - Table of distances - Line of scale - City map - Area - City
1.1.2 TO SHOW the usefulness of the road map and the city map.	Usefulness of maps.

MODULE 2 - UNIT 1
Terminal objective: 1.2 TO POINT OUT considerations regarding vehicles he/she is authorized to drive.

Intermediate objectives	Related content
1.2.1 TO DESCRIBE the legal status of the motorcycle and the snowmobile.	Legal status: - of the motorcycle . motor vehicle - of the snowmobile
1.2.2 TO IDENTIFY the laws and regulations that apply to operating a moped.	Laws and regulations: - authorization . classes and restrictions . obtaining a licence . moped equipment - Highway Safety Code - clothing
1.2.3 TO RECALL the laws and regulations applicable to all drivers of motor vehicles.	Regulations and laws: - Highway Safety Code - signs and signals - Criminal Code Police intervention - role of the police: . accident prevention . protection of citizens . traffic regulations Provincial law: - insurance - demerit points - liability Municipal regulations
1.2.4 TO INDICATE what steps a person should follow in order to acquire an automobile.	Steps: - driving course - driver's licence - form for joint report of automobile accident - insurance . type . cost - guarantee . new car . used car

MODULE 2 - UNIT 1
Terminal objective: 1.3 TO ANALYSE the risks involved in driving a motor vehicle.

Intermediate objectives	Related content
1.3.1 TO SHOW an understanding of the risks involved in driving a motor vehicle.	Risks: - serious injuries - death - loss of property - loss of job - infraction tickets - imprisonment - permanent handicap
1.3.2 TO DEMONSTRATE the influence of certain factors on the degree of risk.	Factors: - the use of alcohol and other drugs - speed - road conditions - the condition of the vehicle - the driver's physical condition - reaction time during critical situations - noise - other
1.3.3 TO DEMONSTRATE that driving a motorized vehicle involves the real risk of serious injury and even death.	The risks are a function of: - the reliability of the machinery - wear and tear on the machinery - reaction time during critical situations - the skill and competence of the driver(s) - the number of drivers - other

MODULE 2 - UNIT 1
Terminal objective: 1.3 TO ANALYSE the risks involved in driving a motor vehicle (continued).

Intermediate objectives	Related content
1.3.1 TO DEMONSTRATE that risks can be greatly reduced with the right knowledge, attitudes and defensive driving.	Factors to consider: - knowledge: e.g. of oneself, of auto mechanics, of the Highway Safety Code - attitudes: e.g. making sure that the car is in good working order, knowledge of road conditions, of variations in temperature. - behaviour: e.g. maintaining self-control during skidding and blowouts - number of drivers - skills and competence of the drivers

MODULE 2 - UNIT 1

Terminal objective: 1.4 TO MAKE sound choices concerning means of transportation used for commuting and for recreation.

Intermediate objectives	**Related content**
1.4.1 TO LIST the main means of transportation used for commuting and for recreation.	Means of transportation: - for work - for recreation
1.4.2 TO ASSESS the advantages and disadvantages of various means of transportation used for going to work.	Advantages and disadvantages with respect to: - speed - cost - dangers - safety - pollution - legal implications - stress - other
1.4.3 enrichment TO ASSESS the advantages and disadvantages of various means of transportation used for recreation. This subject could be developed further in Module 4, Unit 2.1: ORGANIZING RECREATIONAL ACTIVITIES	Advantages and disadvantages with respect to: - relaxation - pollution - cost - dangers - safety - legal implications - pleasure - other

MODULE 3

ESSENTIAL NEEDS
PERSONAL AND SOCIAL RELATIONSHIPS

UNIT: 1: COMMUNICATING AND EXCHANGING IDEAS

Terminal objective: 1.1 TO DETERMINE the characteristics of various types of interpersonal relationships.

Intermediate objectives	**Related content**
1.1.1 TO DETERMINE the factors that come into play in interpersonal relationships.	Factors: - number of persons - setting - type of relationship - intent - age - sex
1.1.2 TO DESCRIBE the general contexts in which various types of relationships develop.	Examples of contexts: - work - recreational activities - personal finances: . loan . banking operations . purchase - family - group - neighbourhood - school - holidays
1.1.3 TO NAME the roles played by parties in various types of relationships.	Roles: - authority figure - partner - adversary - support figure - leader - counsellor - other
1.1.4 TO DETERMINE the parameters of and possibilities for various types of interpersonal relationships.	Some of the parameters of and possibilities for: - casual acquaintanceships - relationships to a group - deep, intimate relationships - relationships with co-workers

MODULE 3 - UNIT 1
Terminal objective: 1.2 TO SHOW that people's attitudes toward others affect the nature and quality of their interpersonal relationships.

Intermediate objectives	Related content
1.2.1 TO IDENTIFY a set of attitudes that characterize interpersonal relationships.	Attitudes: - trust - distrust - respect - contempt - concern - detachment - good will - aggressiveness - acceptance - rejection - possessiveness - independence - optimism - pessimism - patience - abruptness - other
1.2.2 TO DISCUSS with peers, parents and the teacher, how people's attitudes toward others affect their interpersonal relationships.	
1.2.3 TO DISTINGUISH attitudes that foster a relationship from attitudes that harm a relationship.	
1.2.4 TO SAY in what ways certain attitudes toward others foster a relationship.	
1.2.5 TO SAY in what ways certain attitudes harm a relationship.	
1.2.6 TO INDICATE what changes in attitudes could improve certain situations that are difficult for both parties in a relationship.	

MODULE 4

ESSENTIAL NEEDS
SELF-FULFILLMENT

UNIT: 1: CHOICES BASED ON VALUES

Terminal objective: 1.1 TO DETERMINE the nature of values and the role they play in the individual's life as part of society

Intermediate objectives	Related content
1.1.1 TO DEFINE the concept of "value".	Definition: - That which is desirable in and of itself, and not merely that which is desired. Kinds of values: - biological (health, strength) - economic (law) - aesthetic (beauty) - moral (virtue) - religious (the sacred)
1.1.2 TO INDICATE values to which he/she aspires in life.	Imposed values and freely choosen values
1.1.3 TO EVALUATE the effects of those values on behaviour.	Effects of values on: - human relations - career choices
1.1.4 TO DETERMINE what values underlie his/her concept of an ideal adult citizen.	Some examples of values: - health - self-actualization - justice - faithfulness - social commitment - genuineness
1.1.5 TO COMPARE the values to which he/she aspires with the values to which his/her peers aspire.	Points of comparison: - concept of the plurality of values - concept of universal values - concept of individual differences

MODULE 4 - UNIT 1
Terminal objective: 1.2 TO RESPECT the diversity of values in society.

Intermediate objectives	**Related content**
1.2.1 TO STATE the main factors underlying the diversity of values in society.	Main reasons: - differences in . culture . beliefs . personal experiences . family backgrounds . needs . personal skills and aptitudes . other
1.2.2 TO SHOW how such diversity of values can lead to conflicts among people.	Personal conflicts: - rejection of the other person - difficulty in communicating - negative judgment of oneself and the other person - other
1.2.3 TO DISCUSS with peers the consequences of accepting or rejecting certain values.	Consequences of accepting or rejecting the following qualities, attitudes or values: - self-respect - authenticity - truthfulness - love - open attitude toward the world - aesthetic sense - sense of democracy, respect for the other person - sense of responsibility and autonomy - internalization - generosity - other

MODULE 4 - UNIT 1

Terminal objective: 1.3 TO ASSESS the importance of establishing a hierarchy of values and needs for the purpose of choosing a career.

Intermediate objectives	Related content
1.3.1 TO ESTABLISH priorities for the occupations students are most interested in, on the basis of their needs.	Choice of occupations

MODULE 4

ESSENTIAL NEEDS
SELF-FULFILLMENT

UNIT: 2: ORGANIZING RECREATIONAL ACTIVITIES

Terminal objective: 1.1 TO DESCRIBE the steps that lead up to the pursuit of a recreational activity.

Intermediate objectives	**Related content**
2.1.1 TO DESCRIBE the steps involved in planning a recreational activity.	Steps: - identifying the priority objectives and needs - evaluating resources - working out a plan - implementing the plan - evaluating and making adjustments
2.1.2 TO ENUMERATE the various resources the young adult will need in order to practise a recreational activity.	Resources: - time: . seasons . days, hours - materials resources: . equipment . transportation . money - human resources: . teammate . monitor . driver . opponent . other
2.1.3 TO DETERMINE what criteria help the student decide whether to pursue the activity.	Criteria: - availability of resources - extent to which needs are met - costs - extent to which the project is realistic - other

MODULE 4 - UNIT 2
Terminal objective: 2.1 TO DESCRIBE the steps that lead up to the pursuit of a recreational activity (continued).

Intermediate objectives	Related content
2.1.4 TO EXPLAIN the advantages of planning recreational activities.	Advantages of planning: - better use of resources - increased efficiency - better ability to satisfy needs - workable scheduling of activities - sense of security when faced with the unforeseen
2.1.5 TO DISCUSS the importance of evaluating recreational activities both while preparing for them and while carrying them out.	

MODULE 5

ESSENTIAL NEEDS
ASSUMING AN ACTIVE ROLE IN SOCIETY AND ONE'S MILIEU

UNIT: 3: COMMUNITY ACTIVITIES

Terminal objective: 1.1 TO LIST ways in which the young adult can play an active role in the community.

Intermediate objectives	**Related content**
3.1.1 TO ASSESS his/her level of participation in community activities.	Examples of community activities: - community youth centre activities - recreational activities: . cultural . sports
3.1.2 TO LIST obstacles to a satisfactory level of participation in community activities.	Some examples of obstacles: - lack of interest in a particular type of activities - desire for solitude - fear of not having desired abilities - lack of appeal to the persons around him/her.
3.1.3 TO DESCRIBE methods of overcoming obstacles to a satisfactory level of participation in community activities.	
3.1.4 TO DEVELOP a project that can be carried out in the community.	

4.3 DISTRIBUTION AND WEIGHTING OF MODULES AND UNITS

YEAR II

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

General objective: **To develop basic skills enabling the young adult to function autonomously in society.**

Terminal objectives

UNIT 1

Nutrition
17%

1.4 To plan well-balanced, attractive and economical meals 1.4.1 to 1.4.8

1.5 To use a sound approach to buying food 1.5.1 to 1.5.4

1.6 To prepare simple, nutritious, attractive and economical meals 1.6.1 to 1.6.3

UNIT 3

Housing
15%

3.1 To describe the young adult's housing needs 3.1.1

3.2 To describe the resources a young adult needs when seeking an apartment 3.2.1 to 3.2.3

3.3 To make sound choices in housing and furnishings 3.3.1 to 3.3.6

3.4 To describe how the young adult is responsible for the upkeep of an apartment 3.4.1 to 3.4.3

3.5 To interpret a typical lease correctly 3.5.1 to 3.5.8

UNIT 6

Personal finances
8%

6.2 To plan a balanced budget for the young adult's first year on the work force 6.2.1 to 6.2.4

6.3 To distinguish ways of making unspent income yield a profit 6.3.1 to 6.3.3 (reminder)

6.4 To show an understanding of the relationship between credit and planned spending 6.4.1 to 6.4.4

MODULE 3

ESSENTIAL NEEDS
PERSONAL AND SOCIAL RELATIONSHIPS

General objective: **To develop good interpersonal and social relationships.**

Terminal objectives

UNIT 1

Communicating and exchanging ideas
4%

1.3 To present an overview of the various types of interpersonal relationships in the workplace 1.3.1 to 1.3.5

UNIT 2

Being part of a group
13%

2.1 To describe the needs and resources of a group 2.1.1 to 2.1.2
2.2 To characterize a sense of belonging to various social groups 2.2.1 to 2.2.5

MODULE 4

ESSENTIAL NEEDS
ACHIEVING SELF-FULFILLMENT

General objective: **To undertake various commitments with a view to achieving self-fulfillment**

Terminal objectives

UNIT 3

Career planning
16%

3.1 To show an understanding of the relationship between the necessity for self-knowledge and an appropriate general career orientation 3.1.1

3.2 To be prepared to enter the labour force 3.2.1 to 3.2.3

3.3 To formulate alternative career plans similar in many respects to his/her original choice 3.3.1 to 3.3.3

MODULE 5

ESSENTIAL NEEDS
ASSUMING AN ACTIVE ROLE IN SOCIETY AND IN THE COMMUNITY

General objective: **To assume an active role in society in general and in the community in particular**

Terminal objectives

UNIT 1

Organizations and institutions
13%

1.1 To describe, in his/her own words, how the democratic mechanisms of the municipal government operate 1.1.1 to 1.1.2

1.2 To name the three levels of government in Canada, specifying the different public services associated with each 1.2.1 to 1.2.4

1.3 To show an awareness of the existence and usefulness of various types of citizens' groups 1.3.1

1.4 To compare the principal types of lending and savings institutions 1.4.1 to 1.4.3

UNIT 2

Rights and responsibilities of the citizen
14%

2.1 To show an understanding of the rights and responsibilities of the young adult 2.1.1 to 2.1.5

2.2 To show an understanding of the main points of law that are especially pertinent to the young adult and know how to take legal action when necessary 2.2.1 to 2.2.3

2.3 To show an understanding of how legal aid and small claims court work 2.3.1 to 2.3.7

4.4 PROGRAM - YEAR II

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 1: NUTRITION

Terminal objective: 1.4 TO PLAN well-balanced, attractive and economical meals.

Intermediate objectives	**Related content**
1.4.1 TO INDICATE the points to consider when planning a menu.	Considerations: - nutritive balance - economy . time . energy . money - variety and balance . taste . colour . texture - habits and customs - PQMN* recommendations
1.4.2 enrichment TO DRAW a comparative table of energy needs in order to: a) maintain body temperature b) produce work.	Energy needs: - office job or relatively inactive work: 9 600 to 10 500 kJ - sedentary, manual job: 10 500 to 12 600 kJ - work of average level of activity 12 600 to 16 800 kJ - hard labour 16 800 to 21 000 kJ
1.4.3 enrichment TO CALCULATE the energy expended by an adolescent carrying out a variety of activities.	Types of activities: - walking (3.5 km) on flat terrain: 604 kJ - walking (2.2 km) on flat terrain with a 5-kg load: 1 196 kJ - walking (30m) uphill on a 30% slope: 607 kJ - cycling (4.5 km) on flat terrain: 1 318 kJ (6.5 km) 2 400 kJ cycling (6.5 km) on flat terrain against the wind: 2 520 kJ - hockey match 4 200 kJ * Politique québécoise en matière de nutrition.

MODULE 1 - UNIT 1
Terminal objective: 1.4 TO PLAN well-balanced, attractive and economical meals (continued).

Intermediate objectives	Related content
1.4.4 Enrichment TO CALCULATE the energy value of the foods consumed by that adolescent in one day.	Energy value: (See below) - glucids: 16 kJ/gram - protids: 16 kJ/gram - lipids : 36 kJ/gram
1.4.5 TO DESCRIBE what constitutes a well-balanced breakfast.	Sample breakfast menu: - citrus fruits or juice rich in vitamin C - whole-grain or enriched cereals with milk - toast with butter or margarine - egg, cheese or other food rich in protein - milk
1.4.6 TO DESCRIBE what constitutes a well-balanced lunch.	Sample lunch menu: - lean meat, poultry or fish - potatoes or other vegetables (either raw or cooked, but preferably yellow or green)
1.4.7 TO DESCRIBE what constitutes a well-balanced supper.	Sample supper menu: - egg, cheese, legume or other protein-rich food - raw or cooked vegetables - bread with butter or margarine - dessert made with fruit, milk or cereal - milk
1.4.8 TO DESCRIBE the qualities of a wholesome snack	Qualities of a wholesome snack: - light - nutritious - low in sugar

MODULE 1 - UNIT 1
Terminal objective: 1.5 TO USE a sound approach to buying food.

Intermediate objectives	**Related content**
1.5.1 TO DESCRIBE the preliminary steps for buying food.	Steps: - taking stock of resources - planning menus - drawing up a shopping list
1.5.2 TO DRAW UP a shopping list for groceries, using an appropriate procedure.	Procedure: - consulting advertising material - working out menus - checking the products in stock - noting what supplies are needed - keeping a list of staples - making the list of products on the basis of supplies available
1.5.3 TO EXPLAIN criteria to take into account when buying food.	Criteria for buying: - nutritive value - anticipated use - cost - required method of preparation - eating habits
1.5.4 TO EXPLAIN ways of economizing when buying food.	Ways of economizing: - sticking to the shopping list - calculating the price per unit - buying according to the type of food and anticipated use - buying at the right moment - reading labels - choosing less costly foods with the same nutritive value - critically analysing bargains and premiums offered.

MODULE 1 - UNIT 1
Terminal objective: 1.6 TO PREPARE simple, nutritious, attractive and economical meals.

Intermediate objectives	Related content
1.6.1 TO CREATE menus consisting of simple, economical dishes.	Cheese dishes: - entrées - main courses - desserts Meat dishes: - entrées - main dishes Fish dishes: - entrées - soups - main courses Poultry dishes: - entrées - main courses Dishes made with pasta, rice and other cereals: - soups - salads - main courses - desserts - side dishes Leftovers: - vegetables and fruits - meat, poultry, cheese and legumes - bread and cereals N.B.: Part of the related content is covered in Year I, the rest in Year II.
1.6.2 TO MAKE a schedule for the purpose of preparing a simple, nutritious, attractive and economical meal.	Tasks, order and timing of operations: - before preparing the dishes - while preparing the dishes - after preparing the dishes
1.6.3 TO APPLY culinary techniques in the preparation of simple, economical dishes.	Techniques: - preparatory techniques - cooking techniques - measuring techniques for: . dry ingredients . liquids

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 3: HOUSING

Terminal objective: 3.1 TO DESCRIBE the young adult's housing needs.

Intermediate objectives	**Related content**
3.1.1 TO DESCRIBE the young adult's physical and psychological needs in regard to housing.	Physical needs: - protection - well-being - space Psychological needs; - self-sufficiency - self-fulfillment - feeling of belonging - privacy - self-expression

MODULE 1 - UNIT 3
Terminal objective: 3.2 TO DESCRIBE the resources a young adult needs when seeking an apartment.

Intermediate objectives	**Related content**
3.2.1 TO DESCRIBE the resources necessary for apartment living.	Necessary resources: - knowledge - skills - possessions - income
3.2.2 TO COMPARE the various types of housing available to the young adult by pointing out the advantages and disadvantages of each.	Types of housing: - room - room and board - apartment Considerations: - costs - uses - private vs shared spaces - responsibilities
3.2.3 TO COMPARE various ways in which young adults can acquire the appliances they need for the types of housing available to them, pointing out the advantages and disadvantages of each.	Ways of acquiring appliances: - equipped . in part . in whole - appliances borrowed - appliances rented with option to purchase - appliances bought Types of housing: - room - room and board - apartment

MODULE 1 - UNIT 3
Terminal objective: 3.3 TO MAKE sound choices in housing and furnishings.

Intermediate objectives	Related content
3.3.1 TO CALCULATE the total cost of an apartment.	Elements of total cost: - monthly rent - water - electricity - heating - telephone - parking - cable television - maintenance and repairs - insurance - decorating - taxes . water . garbage disposal
3.3.2 TO CALCULATE, using a hypothetical situation, what portion of the budget should be allocated to housing.	Percentage of average gross income: 25 % rent 5 % incidentals --- 30 %
3.3.3 TO EXPLAIN, using examples, criteria to take into account when buying new or used furniture.	Criteria for buying: - anticipated use - available space - features of the furniture - personal resources . skills . time . energy - purchase and maintenance costs - guarantees - customer service
3.3.4 TO EXPLAIN the criteria that help people choose an apartment and decide on how they will occupy it.	Criteria: - geographic location - space required based on number of occupants - features of the apartment - financial resources

MODULE 1 - UNIT 3
Terminal objective: 3.3 TO MAKE sound choices in housing and furnishings (continued).

Intermediate objectives	Related content
3.3.5 TO DESCRIBE the procedure to follow when choosing an apartment.	Procedure to follow when choosing an apartment: - collecting information by: . reading the classified ads . using the telephone . obtaining referrals from acquaintances . visiting the premises . other - comparing the information gathered - making a decision
3.3.6 TO CALCULATE the total cost of an apartment to a young adult.	Elements in calculation: - basic equipment (new or used) . furniture . household appliances . household accessories and tools - cladding: . for walls . for floors . for windows - utilities - decorations

MODULE 1 - UNIT 3
Terminal objective: 3.4 TO DESCRIBE how the young adult is responsible for the upkeep of an apartment.

Intermediate objectives	Related content
3.4.1 TO DESCRIBE some precautions that should be taken to prevent the apartment from deteriorating.	Precautions: - regular maintenance - careful handling - repairs done within a reasonable period of time
3.4.2 TO INDICATE factors to consider when deciding on home maintenance products and methods.	Factors: - time and energy spent - cost of materials and products - effectiveness of products - skills and knowledge - effects on the environment - available equipment - safety
3.4.3 TO INDICATE methods for maintaining certain types of cladding.	Cladding: - varnished or painted wood - linoleum - rug - glass or mirror - tiles

MODULE 1 - UNIT 3
Terminal objective: 3.5 TO INTERPRET a typical lease correctly.

Intermediate objectives	Related content
3.5.1 TO EXPLAIN the tenant's rights, using examples.	Tenant's rights: - right to receive visitors - right to remain in a dwelling and right to automatic extension of lease - right to improve the dwelling - right to peaceful enjoyment of the premises - right to a rent reduction if unable to enjoy full benefit of the premises - right to an extension of time limits
3.5.2 TO DESCRIBE the tenant's obligations.	Tenant's obligations: - paying the rent - keeping the dwelling in good repair - complying with laws and bylaws - proving non-negligence in the event of fire - liability for damages
3.5.3 TO DESCRIBE the landlord's obligations.	Landlord's obligations: - keeping the dwelling fit for habitation - leaving the dwelling in a relatively clean state on the appointed date - ensuring that tenant has peaceful enjoyment of premises - complying with laws and bylaws
3.5.4 TO IDENTIFY organizations the tenant can call on for help should any problems with his/her apartment arise.	Organizations: - Régie du logement - Tenants' associations - Legal aid office - Canada Mortgage and Housing Corporation (CMHC) - Human Rights Commission - Government agencies

MODULE 1 - UNIT 3
Terminal objective: 3.5 TO INTERPRET a typical lease correctly (continued).

Intermediate objectives	Related content
3.5.5 TO INDICATE the procedure to follow when filing a complaint concerning a dwelling.	Steps for filing a complaint: - discussing the matter with the landlord - sending WRITTEN notice to the landlord - applying to the Régie du logement
3.5.6 TO DESCRIBE the types of insurance that protect the tenant.	Types of insurance: - fire and theft - civil liability
3.5.7 TO WRITE a cheque for the rent in the correct manner.	Elements of the cheque: - account number - date - amount - signature - payee - endorsement
3.5.8 TO WRITE a receipt for a co-habitant in the correct manner.	Elements of the receipt: - date of payment - amount of payment - name of person paying - name of person receiving payment - reason for payment

MODULE 1

ESSENTIAL NEEDS
DEVELOPMENT OF SKILLS

UNIT: 6: PERSONAL FINANCES

Terminal objective: 6.2 TO PLAN a balanced budget for the young adult's first year on the labour force.

Intermediate objectives	**Related content**
6.2.1 TO INDICATE various expenses for a worker.	Expenses: - job-related expenses: . union dues . competency card - purchase of tools, materials, parts, other - clothes - apartment - meals - transportation - insurance - other
6.2.2 TO PROJECT the young adult's expenses over his/her first year on the labour force.	Expenses: - apartment - transportation - maintenance, utilities and decorating - job-related - recreation - food - clothes and accessories - personal care - illustrated magazines and periodicals
6.2.3 TO PROJECT the young adult's income over his/her first year on the labour force.	Sources of income: - pay - money from parents - loan - unemployment insurance benefits - welfare benefits
6.2.4 TO DRAW UP a provisional budget for the young adult's first year on the labour force.	- Income - Expenses - Positive balance: savings - Negative balance: debts

MODULE 1 - UNIT 6
Terminal objective: 6.3 TO DISTINGUISH ways to make unspent income yield a profit.

Intermediate objectives	Related content
6.3.1 TO DESCRIBE the characteristics of savings.	Savings: - definition - advantages - disadvantages See: T.O. * (Year I)
6.3.2 TO DISTINGUISH the characteristics and advantages of savings.	Characteristics and advantages of bank deposits See: T.O. * (Year I)
6.3.3 enrichment TO DISTINGUISH the advantages of various ways of allocating savings.	Ways of allocating savings and their relative advantages: - securities: . stocks . bonds - real estate See: T.O.* (Year I)

* T.O.: Terminal objective

MODULE - UNIT 6
Terminal objective: 6.4 TO SHOW an understanding of the relationship between planned spending and credit.

Intermediate objectives	Related content
6.4.1 TO SHOW how consumer credit can be used.	Consumer credit: - consumer loan - line of credit - mortgage loan
6.4.2 TO IDENTIFY the advantages and disadvantages of cash purchases	Advantages of cash purchases - purchase based on money available - feeling of independence - price sometimes lower Disadvantages of cash purchases: - delay in the purchase of a good or service - customer service refunds or exchanges often more difficult to obtain
6.4.3 TO IDENTIFY the advantages and disadvantages of credit purchases.	Advantages of credit purchases: - immediate enjoyment of a good - payment in instalments Disadvantages of credit purchases: - tendency to overspend - increased cost of goods and services - risk of getting into debts
6.4.4 TO STATE how advertising affects consumer spending.	Positive effects of advertising: - aid to planned purchasing Negative effects of advertising: - inducement to overspend

MODULE 3

ESSENTIAL NEEDS
PERSONAL AND SOCIAL RELATIONSHIPS

UNIT: 1: COMMUNICATING AND EXCHANGING IDEAS

Terminal objective: 1.3 TO PRESENT an overview of the various types of interpersonal relationships in the workplace.

Intermediate objectives	Related content
1.3.1 TO DISCUSS with peers, parents and the teacher the relative importance of interpersonal relationships in the workplace.	
1.3.2 TO INDICATE the various types of interpersonal relationships in the workplace.	Possible relationships: - work colleague - superior to subordinate - subordinate to superior - employer to employee - employee to employer - union representative to employer - other
1.3.3 TO DISCUSS with peers, parents and the teacher the various forms such relationships can take.	Forms such relationships can take: - equality - dominant to dominated - decision-maker to adviser - mutual support - representative-represented - opposition - collaboration - cooperation
1.3.4 TO INDICATE the positive and negative aspects of various types of relationships.	
1.3.5 TO DISCUSS with peers, parents and the teacher what steps could be taken to promote fulfilling relationships in the workplace.	

MODULE 3

ESSENTIAL NEEDS
PERSONAL AND SOCIAL RELATIONSHIPS

UNIT: 2: BEING PART OF A GROUP

Terminal objective: 2.1 TO DESCRIBE the expectations and resources of a group.

Intermediate objectives	**Related content**
2.1.1 TO EXPLAIN what a group expects of its members.	What a group expects of its members: - shared decision-making - sharing resources and responsibilities - mutual respect
2.1.2 TO IDENTIFY factors that influence an individual's standing in a group.	Factors: - arrival of a new member - members' lifestyle - personal resources - material resources - financial resources - members' physical, mental, and social health - departure of a member

MODULE 3 UNIT 2
Terminal objective: 2.2 TO CHARACTERIZE a sense of belonging to various social groups.

Intermediate objectives	**Related content**
2.2.1 TO INDICATE the social groups with which one has established a bond.	Social groups: - family . marriage . living together . separation, divorce - school - the workplace - citizens' groups - Centre de services sociaux (CSS) - Centre local de services communautaires (CLSC) - interest groups: . at school . in the neighbourhood . in the city or town . in the province
2.2.2 TO INDICATE the factors that reinforce a feeling of belonging to those groups.	Examples of factors: - affinity with other group members: . common needs . common interests . common language - acceptance by others - importance of one's role in the group - acceptance of others
2.2.3 TO COMPARE people's role in those groups with their roles in groups in which they do not have a strong sense of belonging.	How a sense of belonging influences a person's role in a group.
2.2.4 TO DISCUSS the effects of a sense of belonging to a group on the individual's commitment to that group.	Concept of solidarity Concept of co-operation Concept of efficiency
2.2.5 TO DISCUSS with peers existing bonds within the secondary school.	

MODULE 4

ESSENTIAL NEEDS
SELF-FULFILLMENT

UNIT: 3: CAREER PLANNING

Terminal objective: 3.1 TO SHOW an understanding of the relationship between the necessity for self-knowledge and an appropriate general career orientation.

Intermediate objectives	Related content
1.3.1 TO INTERRELATE different aspects of self-knowledge.	Aspects of personal identity: - interests - aptitudes, tastes - values - needs - other Self-image and general career orientation: - kind of work - career development - job possibilities

MODULE 4 - UNIT 3
Terminal objective: 3.2 TO BE PREPARED to enter the labour force.

Intermediate objectives	Related content
3.2.1 TO WORK OUT all the steps he/she should follow in order to enter the labour force.	Job: - preliminary steps: . social insurance number . curriculum vitae . letters of application and offers of service . job application form . job interview . tax exemption return . paycheck . other
3.2.2 TO DEVELOP a job search plan in which all the steps are part of a systemic approach.	Job search plan: - personal contact - community resources - registration at an employment centre - personal list - list of steps
3.2.3 TO LOCATE sources of employment information in the community.	Information sources: - federal and provincial employment centres . student placement centres . company personnel departments

MODULE 4 - UNIT 3
Terminal objective: 3.3 TO FORMULATE alternative career plans similar in many respects to his/her original choice.

Intermediate objectives	Related content
3.3.1 TO ANALYSE how jobs are structured within a field, how jobs change, how occupations are interdependent, and how workers complement one another.	What to consider when planning a career path: - interrelatedness of occupations - job structures - change in job sectors
3.3.2 TO FORMULATE alternative career choices should the first career choice prove impracticable.	Alternative career choices based on: - geographical mobility - job mobility
3.3.3 TO EXPLORE various ways in which young adults can improve their knowledge.	Adult education: - gradual and vocational education programs - popular education courses - community action courses - correspondence courses - other

MODULE 5

ESSENTIAL NEEDS
ASSUMING AN ACTIVE ROLE IN SOCIETY AND IN THE COMMUNITY

UNIT: 1: ORGANIZATIONS AND INSTITUTIONS

Terminal objective: 1.1 TO DESCRIBE, in his/her own words, how the democratic mechanisms of the municipal government operate.

Intermediate objectives	Related content
1.1.1 TO DESCRIBE, in his/her own words, the structure of the city council and the process by which it is formed.	Structure of city council: Electoral process: - nomination of candidates - public meetings - elections
1.1.2 TO GIVE some examples of the functions and powers of the city council.	Functions and powers of the city council: - administering municipal goods and services - passing regulations - enforcing regulations - levying taxes

MODULE 5 - UNIT 1
Terminal objective: 1.2 TO NAME the three levels of government in Canada, specifying which public services are associated with each.

Intermediate objectives	Related content
1.2.1 TO INDICATE which public services in Canada are administered solely by the federal government.	Services offered by federal government: - family allowances - employment centres - Canadian Coast Guard - other
1.2.2 TO INDICATE which services are administered solely by provincial governments.	Services offered by provincial governments: - elementary and secondary school education
1.2.3 TO INDICATE which services are administered solely by municipal governments.	Services offered by municipal governments: - sewage - fire department - other
1.2.4 TO NAME the individuals who work in public services, indicating their positions.	Names of individuals Individuals' positions

MODULE 5 - UNIT 1

Terminal objective: 1.3 TO SHOW an awareness of the existence and usefulness of various types of citizens' groups.

Intermediate objectives	Related content
1.3.1 TO INDICATE various types of citizens' groups	Examples of citizens' groups: - tenants' associations, landlords' associations, workers' associations, associations of citizens of the same ethnic background - housing co-ops, food co-ops, investment co-ops - bicycle touring clubs

MODULE 5 - UNIT 1
Terminal objective: 1.4 TO COMPARE the principal types of savings and lending institutions.

Intermediate objectives	Related content
1.4.1 enrichment TO EXPLAIN the role of the chartered bank.	Structure of chartered banks: - form of ownership - how the branch system operates
1.4.2 enrichment TO EXPLAIN the role of the caisse populaire and the caisse d'économie - two forms of credit union in Québec	Structure Objectives
1.4.3 enrichment TO DISTINGUISH several other types of financial institutions.	Local financial institutions: - insurance company - trust company

MODULE 5

ESSENTIAL NEEDS
ASSUMING AN ACTIVE ROLE IN SOCIETY AND IN THE COMMUNITY

UNIT: 2: RIGHTS AND RESPONSIBILITIES OF THE CITIZEN

Terminal objective: 2.1 TO SHOW an understanding of the rights and responsibilities of the young adult.

Intermediate objectives	**Related content**
2.1.1 TO DEFINE, in his/her own words, the Québec Charter of Human Rights and Freedoms.	Nature of the Charter Purpose of the Charter
2.1.2 TO STATE the rights recognized by the Charter.	Recognized rights: - fundamental rights - economic and social rights - right to equal recognition - legal rights - affirmative action programs
2.1.3 TO INDICATE what rights and freedoms are recognized in his/her immediate environment.	Immediate environment: - school milieu - workplace
2.1.4 TO EVALUATE his/her own attitude toward the rights and freedoms of others.	Concept of reciprocity
2.1.5 TO INDICATE to what extent a citizen is responsible for ensuring that other people's rights and freedoms are respected.	

MODULE 5 - UNIT 2
Terminal objective: 2.2 TO SHOW an understanding of the main points of law that are pertinent to the young adult and know how to take legal action when necessary

Intermediate objectives	Related content
2.2.1 TO INDICATE the main points of law that are especially pertinent to the young adult.	Laws affecting the student: - Workmen's Compensation Act (and the student trainee) - Act respecting occupational health and safety - Act respecting labour standards - Narcotic Control Act - Consumer Protection Act
2.2.2 TO INDICATE situations in which young adults can consult those laws to exercise their rights and responsibilities as citizens.	Situations: - indebtedness - damage - accident - other
2.2.3 TO INDICATE where a young person can go in a city or region for help, should the need arise.	Where to go: - a branch of the Commission de la santé et de la sécurité du travail - Director of Youth Protection at a Centre de Service Social - Office de la protection du consommateur - police station - sources of information at school - other

MODULE 5 - UNIT 2
Terminal objective: 2.3 TO SHOW an understanding of how legal aid and the small claims court work.

Intermediate objectives	Related content
2.3.1 TO STATE the purpose of legal aid.	Purpose: - to offer, free of charge, the services of a notary or a lawyer to economically underprivileged persons.
2.3.2 TO NAME the eligibility criteria for legal aid.	Eligibility: - based on gross weekly income - Legal Aid Act, R.S.Q., 1982, c. A-14
2.3.3 TO IDENTIFY the components of the legal aid network and the role played by each.	Components of the network and role of each: - Commission des services juridiques: . to set up legal aid offices throughout Québec . to set up programs designed to inform the people of Québec of their rights and obligations - Regional legal aid corporations: . to set up legal aid offices . to provide people with the aid they need and inform them of their rights and obligations - Legal aid bureaus . To help economically underprivileged persons solve their legal problems.
2.3.4 TO LOCATE the legal aid office in the student's city or region.	

MODULE 5 - UNIT 2
Terminal objective: 2.3 TO SHOW an understanding of how legal aid and the small claims court work (continued).

Intermediate objectives	Related content
2.3.5 TO DEFINE the term "small claim".	Claim: - right to demand something from someone Small claim: - claim not exceeding $1 000.00
2.3.6 TO DEFINE the terms "creditor" and "debtor".	Creditor: - person to whom one owes money Debtor: - "one owing money to another" (Webster's Third New International Dictionary)
2.3.7 TO INDICATE the circumstances under which an individual can file a complaint at small claims court.	Circumstances: - indebtedness - damage

5. EVALUATION

5. EVALUATION

Evaluation of the students following this program is done in accordance with the Ministère's educational evaluation policy. For each successful year in the two-year program, four credits will be awarded to the students. Success is based on the degree to which students attain the objectives.

These objectives refer to the cognitive, affective and psychomotor domains in school learning. General objectives are clarified by terminal and intermediate objectives that describe what observable behaviours are expected of the student following a learning activity. Two forms of educational evaluation are to be stressed so that the results of learning can be verified: formative evaluation and summative evaluation.

In order to be valid and fair, educational evaluation must be based on methods that are appropriate for students in individualized paths for learning.

5.1 FORMATIVE EVALUATION

Formative evaluation is closely related to the teaching-learning process. The teacher, having direct, continuous contact with the student, is chiefly responsible for this evaluation.

Formative evaluation enables the teacher to verify the students' mastery of the intermediate objective as they progress toward the terminal objective. Thus, the teacher must verify the students' progress, detect any difficulties they encounter and give them special help, if need be.

Formative evaluation must proceed from a well-defined methodology. Such a methodology involves specific objectives (knowledge, skills and attitudes), a certain frequency of evaluation and a correlation between each evaluation and a given set of teaching and learning situations.

5.2 SUMMATIVE EVALUATION

Summative evaluation consists in measuring the extent to which a set of terminal program objectives have been reached at the end of a term or unit.

The decisions that result from summative evaluation may be either pedagogical or administrative in nature. Summative evaluation must take into account the knowledge, skills and attitudes the student will need to function autonomously in society, as set out in the general objective, whereas formative evaluation focuses on their development and proficiency, which is part of a gradual process.

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